

# Smith's Wood Children's Centre/Wood 'N' Tots Nursery

Inspection report for early years provision

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<b>Inspection date</b>	20/10/2010
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Wood 'n' Tots Nursery is run by Action for Children. It opened in 2004 and is based on the site of Smith's Wood Children's Centre, Solihull. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 27 children on roll, all of whom are within the early years age range. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are eight members of staff including the cook, six of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The setting provides funded early education for three- and four-year olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and comfortable and receive good support in this inclusive environment. Their welfare needs are successfully met through consistently applied policies and procedures. Their learning and development is well promoted, with most systems firmly established. Sound partnerships with parents and carers and other agencies ensure that consistent support is provided for children who attend. An honest and rigorous approach to reflecting on practice brings about improvements to outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further systems to analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

All of the required information is gathered and maintained and policies and procedures are consistently implemented to promote children's welfare. Systems to safeguard children are given a high priority within the nursery. A positive environment has been established where staff feel comfortable to challenge the practice of others, and therefore ensure that children are kept safe. Staff members have a secure and confident awareness of what they would do if there were any

concerns regarding child protection. Sound systems are in place to ensure the safety of children whilst on the premises. This includes detailed and up-to-date risk assessments and monitoring systems such as close circuit television. Thorough recruitment and induction processes have been established to check the suitability of adults working with children.

The management team demonstrate an honest and rigorous approach to identifying areas for improvement. All of the actions from the last inspection have been addressed thoroughly, along with the implementation of a range of other changes or improvements, particularly in supporting children's learning and development. Several partners were included in the evaluation including parents and the local authority, demonstrating a willingness to take on feedback from external sources. Further relevant areas for improvement have been identified to further benefit outcomes for children, demonstrating the capacity to improve.

Effective deployment of staff provides good levels of support for children. Both their personal needs and support for their learning and development are well promoted. Consideration is given to the individual needs of children, for example, their care routines. All areas, including the outdoors, are well resourced and laid out to effectively promote children's learning and development. This includes a range of suitable resources to promote children's understanding of others. Children have lots of space to move around freely.

The nursery works effectively with a range of partners. Co-ordinated and clear support is established for children with additional needs and regular information is shared with other professionals working with the child. Staff undergo training to identify additional ways of providing support for children who speak English as an additional language. Good use is made of links with the children's centre to provide additional support for families. A useful development report is provided when children go to school. Parents and carers receive useful information from the nursery about their child's progress. They are encouraged to contribute what they know about their child to inform their development.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development. A strong focus of the nursery is the promotion of children's speech and language development, according to local identified need. A variety of interesting activities are provided for children to participate in and support their progress in this area. Children are encouraged to recognise and make different sounds and are animated when someone makes an unusual sound such as that of a ship's horn as they pretend play outside.

Staff interact well with children during both adult-led and free play activities to promote their learning and development. Careful consideration is given to the delivery of adult-led activities to ensure the learning intention is met. For example, a member of staff very successfully supports children in a group activity. A clear and short introduction captures children's interest. Staff effectively role model to

support children's understanding of what is expected. All children enthusiastically engage and are patient whilst everyone has a turn. They persevere until they have mastered the task.

Children are good at using their imagination and can pretend play with or without adult interaction for long periods of time. They relate their play to things that are familiar to them and older children negotiate their role in the activity. Children count frequently during play and staff talk about how many and what happens if we add one more, to support their learning. A child builds a giant tower and is encouraged to talk about how high it is in comparison to other things in the room. Well-managed transitions between activities help children to become familiar with the routines and therefore their understanding of a sense of time. They explore the outdoor area and investigate the things they find.

Children's social and personal skills are well promoted at meal times as they serve themselves and tidy away their chair and crockery when they have finished. They get themselves ready to play outdoors in all weathers and have great fun splashing in puddles. Younger children develop their small muscle skills as they use tools, such as paintbrushes, in different ways to create interesting art work. Children demonstrate a sound understanding of their safety as they move around the environment and follow staff instructions. A clear agreement (set of simple rules) has been established which helps children to learn about right and wrong. Children play well together and demonstrate positive behaviour.

Children enjoy healthy meals and snacks and food is provided in adequate quantities to ensure they are suitably nourished. They have constant access to drinking water and a choice of milk at meal times. Systems are suitably implemented to ensure good hygiene, for example, at nappy changing times. Children learn about healthy lifestyles through suitable activities and discussion.

The planning of activities provides a broad and balanced curriculum for all children. Useful systems have been established to monitor children's progress and identify their next steps of learning. However, currently not all of the information is up to date so that it is fully effective in informing planning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met